

The Bridge

78



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THE BRIDGE

VOLUME 9

1978



Photo by Cordelia Raye Lewis

CAPE FEAR TECHNICAL
INSTITUTE
WILMINGTON, NORTH
CAROLINA



CAPE FEAR
TECHNICAL INSTITUTE
411 NORTH FRONT
STREET
WILMINGTON, N.C. 28401
PHONE 919-343-0481

Cape Fear Technical Institute is a member of the North Carolina Department of Community Colleges — A fully accredited member of the Southern Association of Colleges and Schools — and is accredited by the North Carolina State Board of Education.

FOREWARD

The Cape Fear Technical Institute was founded as an area school to meet the occupational training needs of the people of Southeastern meet the occupational training needs of the people of Southeastern North Carolina and of the growing industrial community.

Every effort has been made to provide the equipment, facilities and skilled teachers necessary to allow maximum opportunities for the people to develop new skills, up-date old skills, and further their knowledge to enhance their value to industry and promote their own personal growth.

North Carolina has the most valuable of all resources, a vast reservoir of good people who make fine citizens and excellent employees. Therefore, Cape Fear Technical Institute pledges itself to continue to do all in its power to provide the educational opportunities needed by people to meet the challenging needs of modern industry and help them grow in their understanding and enjoyment of life.

M.J. McLeod
President



HISTORY

The Cape Fear Technical Institute was established as the Wilmington Industrial Education Center in 1959 under the direction of the late George H. West. It was raised to technical institute status on July 1, 1964.

Cape Fear Tech is one of more than fifty such institutions operated by the State under the direction of the State Board of Education and the Department of Community Colleges in Raleigh. The school is administered by a local Board of Trustees.

Authority for the establishment and operation of these institutions is found in Chapter 115A of the General Statutes of North Carolina and the amendments thereto.

The Institute was one of the original industrial education centers and was operated from 1959 through the 1963 school year by the New Hanover Board of Education. Following a favorable vote of the citizens of the County on a \$575,000 bond issue to provide a technical institute facility, the State Board of Education authorized \$500,000 in matching funds from the 1963 Vocational Education Act Appropriation to be applied toward the facility construction. The new facilities included a four story main building, a separate automotive shop, and a pier and docking facility for the school's ship, the Advance II. In general election of 1972 the citizens of New Hanover County approved a bond issue of \$3,675,000.00 for the expansion of Cape Fear Technical Institute's facilities. The new classroom and shop facilities have been completed, allowing for valuable classroom, shop and office spaces.

The number of people served annually by the Institute has risen from approximately 750 during its early years of operation to more than 14,000 in recent years. The school has been and continues to be dedicated to total education for adults in the area it serves.



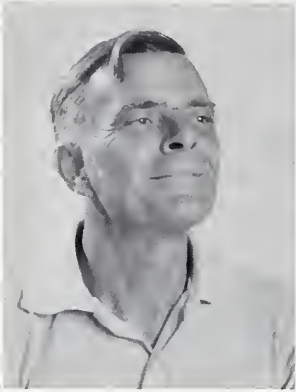
PURPOSE

Cape Fear Technical Institute is comprehensive in its purpose and in its plan to meet the needs of the adult population within the community it serves. The Institute provides flexible programs designed to meet these adult educational needs through:

- (1) A continuing concern for the total welfare of each student including his physical and mental health, development of capacities and talents, establishments of relationships with other persons, and motivation for progress in intellectual understanding.
- (2) Various vocational, technical and trade programs which will prepare a student for employment in a specialized field.
- (3) Courses and programs for the adult student who wishes to further his education at the elementary and secondary level, or for an adult who wishes to improve his economic, social, or cultural needs.
- (4) Programs to serve new and existing industries by training new employees and upgrading others.
- (5) Programs to serve the community by training employees for public services.
- (6) Continuous curriculum study and revision of existing programs to meet the needs of the community.

Finally, the Institute strives to live up to the "open door" admissions policy established by the North Carolina Department of Community Colleges. The Institute is concerned with the student's willingness to do, and with providing entry programs at all capability levels. The Institute encourages the student to develop abilities and attitudes which will make him feel that he is a participating, worthwhile, as well as dignified member of his community.

AUTO MECHANICS I



Louis Bartlett



J.L. Bell



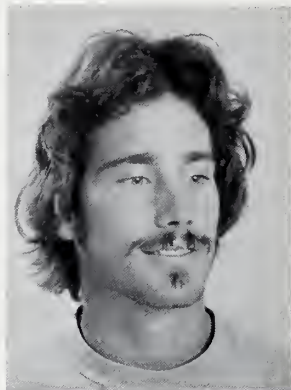
Michael Bowen



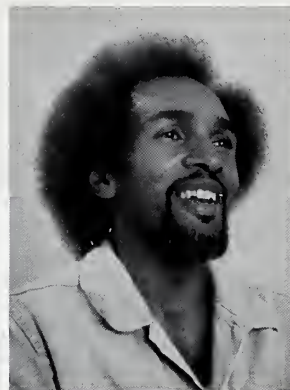
Glenn Bowling



Fred Butler



Allen Calhoun



George Cliette



William Dinkins



David Johnson



David Johnson



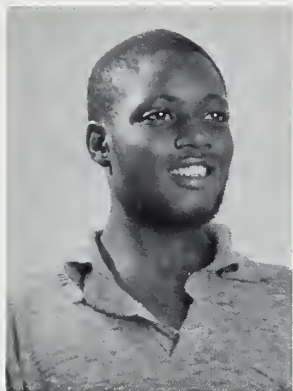
William Ludwig



Owen Melvin



Murray D. Mincey, Jr.



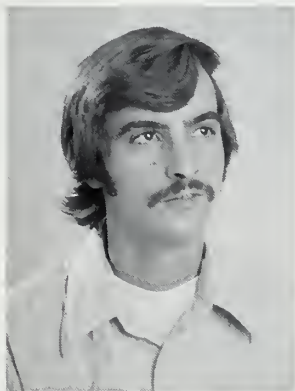
Kenneth Nelson



Michael Powell



Jerry Reeves



Johnny Ritter



Henry Simpson



Timothy Stewart



AUTO MECHANICS II



Alonza Nixon



Harry Robinson



Johnay Todd



Joseph White



ENTER INTO
THE WORLD



OF
BUSINESS

BUSINESS ADMINISTRATION

In North Carolina the opportunities in business are increasing. With the increasing population and industrial development in this State, business has become more competitive and automated. Better opportunities in business will be filled by students with specialized education beyond the high school level. The Business Administration Curriculum is designed to prepare the student for employment in one of many occupations common to business. Training is aimed at preparing the student in many phases of administrative work that might be encountered in the average business.

The specific objectives of the Business Administration Curriculum are to develop the following competencies:

1. Understanding of the principles of organization and management in business operations.
2. Understanding our economy through study and analysis of the role of production and marketing.
3. Knowledge in specific elements of accounting, finance, and business law.
4. Understanding and skill in effective communication for business.
5. Knowledge of human relations as they apply to successful business operations in a rapidly expanding economy.

The graduate of the Business Administration Curriculum may enter a variety of career opportunities from beginning sales person or office clerk to manager trainee. The duties and responsibilities of this graduate vary in different firms. These encompassments might include: making up and filing reports, tabulating and posting data in various books, sending out bills, checking calculations, adjusting complaints, operating various office machines, and assisting managers in supervising. Positions are available in businesses such as advertising; banking; credit; finance; retailing; wholesaling; hotel, tourist and travel industry; insurance; transportation; and communications.

BUSINESS EDUCATION DIVISION



Emily Barefoot



George Lamica



Robert Sessoms



BUSINESS ADMINISTRATORS



Tawya Allen



Bill Armstrong



Mary Bellamy



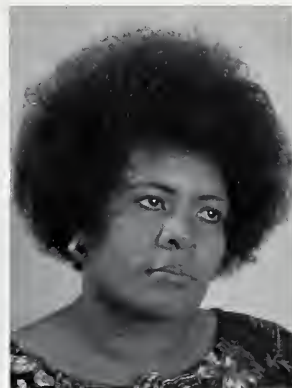
Gail Benton



Elizabeth Bishop



Sharlene Bowden



Sadie Brown



Vickie Bryant



Vernetta Chisolm



Leslie Crawford



Phyllis Daniels



Lynn Davis



Beverly Durant



Jerry Ennis



Kenneth Evans



Charles Fricks



Linda Graham



Ronald Haire



Sandy Henderson



Ronald Hulbard



Rose Jackson



Lloyd Jarreau



Carmen Larkins



Herbert Lawson



Dorothy Lightbourne



John McCombie



Ronald McDuffie



Craig Miller



Huong Nguyen



Emma Perkins



Hilda Piver



Cathy Pridgen



Angela Rhew



Paul Roethlinger



Robert Sass



Sarab Sheraidah



Andrea Thomas



Heidi Thompson



Lisa Troy



Mary Waters



Brenda Williams



Glenda Williams

BUSINESS ADMINISTRATION II



JoJuane Andrews



Linda Aspinwall



Donna C. Bailey



Ruby Davenport



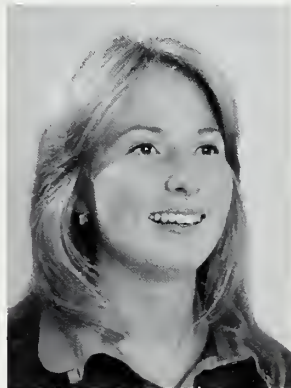
Annemarie DeJong



Robert Dowe



Wanda Gaskins



Kathy Hardison



Janice Harrison



Enda Hinson



Marsha Holmes



Karen Jones



Lorraine Jean Knighton



Diane Madeley



David Matthews



Deborah Mooers



George Olsen



Kim Robbins



Denise Simmons



Sue Solomon



Ben Sprinkle



Teri Thompson



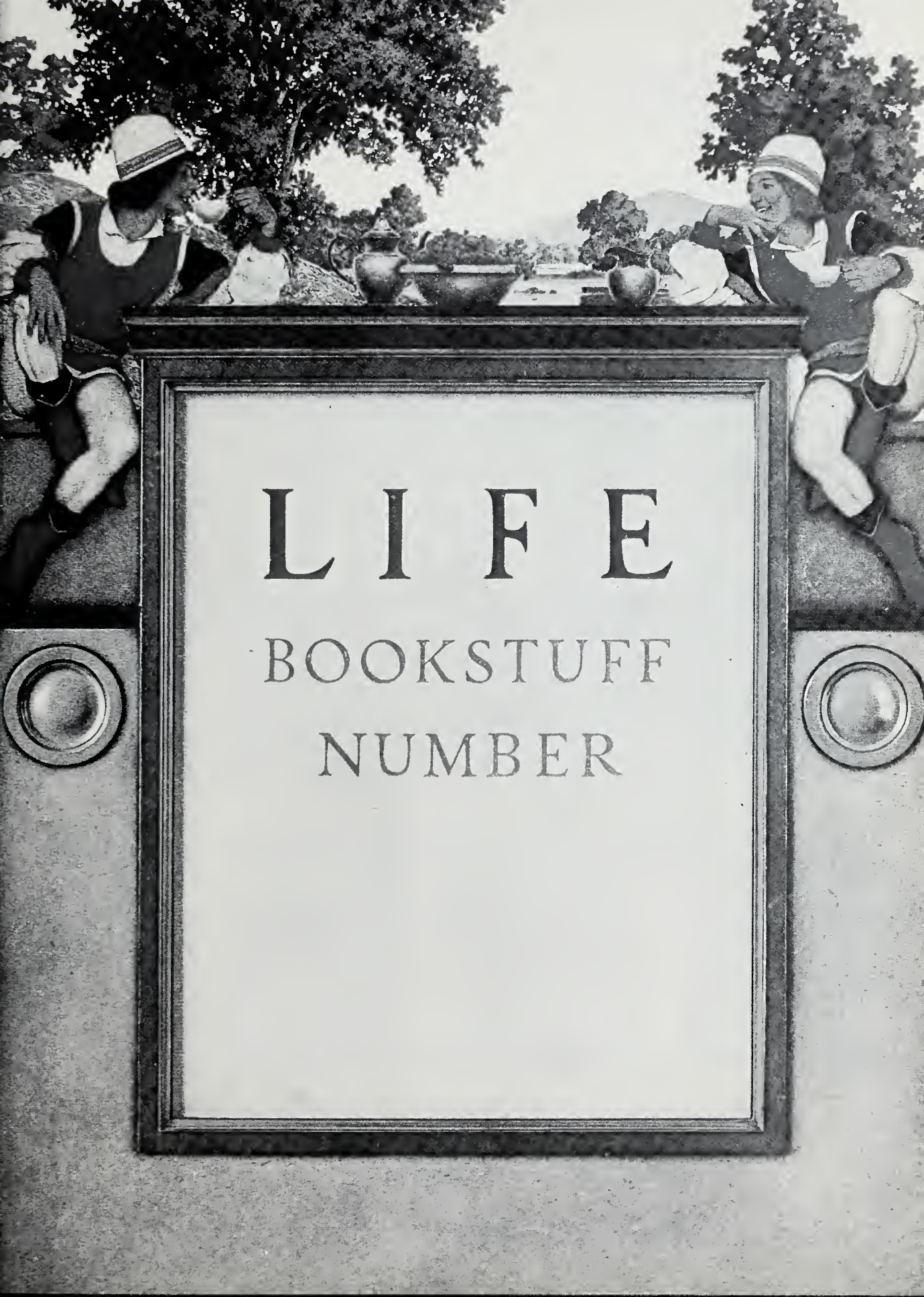
Michael Webb



Ruth Wilkinson



Bobbi Williams



L I F E

BOOKSTUFF

NUMBER

COMMERCIAL FISHING



Sam Carrico



Roger Charles



Curtis Clark



Marshall Clark



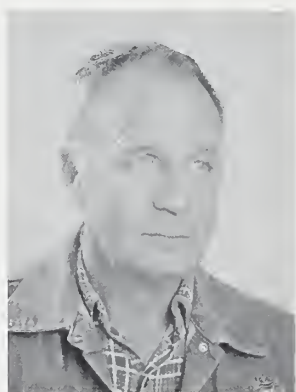
Keith Dowling



Jay Gillette



Edward Johnson



Eldon Porter



Kenneth Thurston



Jack Tompkins



The Commercial Fishing Industry is composed of approximately 160,000 men using various combinations from primitive hand methods to sophisticated modern methods of harvesting large quantities of fish.

Many opportunities exist for individuals who have the technology and skills required in working aboard commercial fishing boats. This curriculum puts great stress on the development in all phases of this highly skilled trade. Included in this program is emphasis on maintenance and repair of all equipment used aboard the fishing vessel. The various seamanship skills expected of a man pursuing this vocation are also thoroughly covered and put into actual practice at sea.

The objective of the curriculum is to develop within each individual the ability to function effectively at any task assigned to him as a member of a commercial fishing crew.

CRIMINAL JUSTICE I



James A. Bailey, Instructor



John Whitfield, Instructor



Kathy Byers



Cheryl Hill



Billy Jones



Cynthia Locklear



Lee Morey



Elinda Pittman



Rebecca Roesch



Denise Shepherd



David Smithey



Neil Woods



CRIMINAL JUSTICE II



Vivian Benjamin



Bill Elledge



Leonard Hutchens



Cordelia Raye Lewis



Jacquelyn Robinson



The Criminal Justice Program is designed to prepare students in the legal, philosophical, technical, and practical aspects of law enforcement. Specific objectives of the curriculum are to develop competency in the following areas: understanding of the principles and applications of criminal law; psychology of human behavior; sociology of social problems; understanding of oral and written communications; and an understanding of human relations as successfully employed in criminal justice.

The Criminal Justice Career offers personnel an opportunity to contribute to the safety and welfare of society. The graduate of the Criminal Justice Curriculum has a variety of career opportunities available. A person may be employed by one of the federal, state, county, or municipal law enforcement agencies as a police officer, criminal investigator, supervisor, administrator, or a specialist in traffic control, identification, criminalistics, or community relations, and in special investigative fields such as alcoholic beverage control, wildlife and game preservation, and forestry control. The graduate also has opportunities for employment in private security, in the corrections or juvenile detention field, and in other social services.



ENGINEERING DIVISION



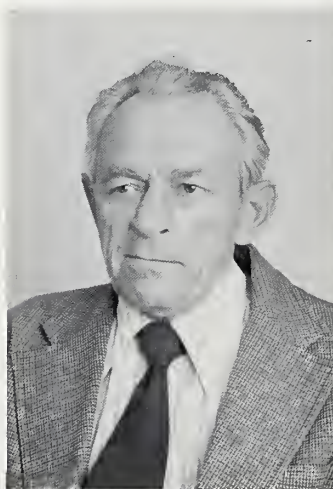
Chauncy Batts



Willimam Coleman



Sue Davis



Ed Rochelle



Wayne Simmons



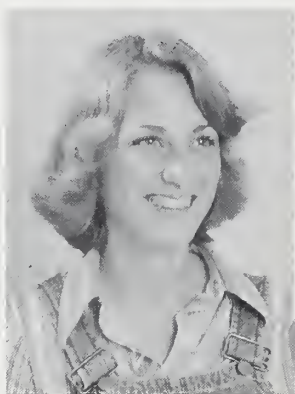
Arthur Stroman III



DRAFTING & DESIGN



Alan Atkinson



Bobbi Faye Barefoot



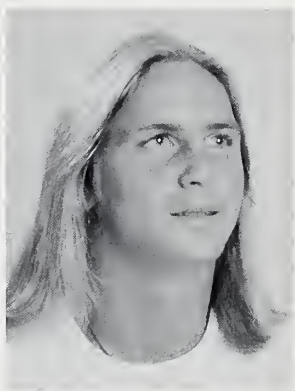
Bernard Bellamy



Linda Blue



Herman Burgess



Danny Coleman



David Emrey



Don Ettel



LeeAnn Funderburk



Richard Greene



Terry Heath



George Ives



Beverly Jackson



John Larkins



James McCracken



Mike Miller



Jeffrey Reid Simmons



Kathy Singer



Tina R. Smith



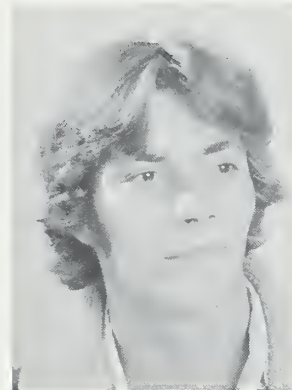
John Turner



Beth VanDyke



Judith Waddell



Jesse Ward



Lynne Whitaker



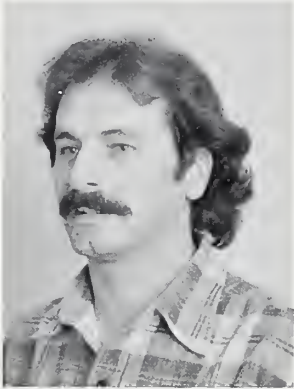
DRAFTING & DESIGN II



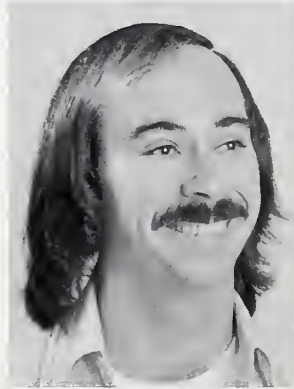
Ronald Austin



David Boney



Ray Canuel



David Faulk



Bill Goff



Rudolph Hendricks III



Earl Henry



Scott Humphries



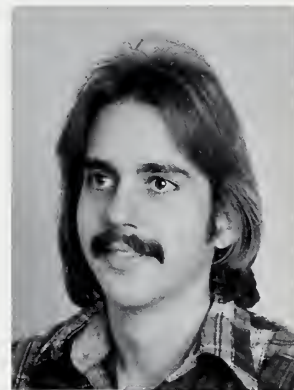
Christy Kincaid



Beverly Kozick



Dean Morton



Mike Saieed



Dan Summers



Gery Vaughan

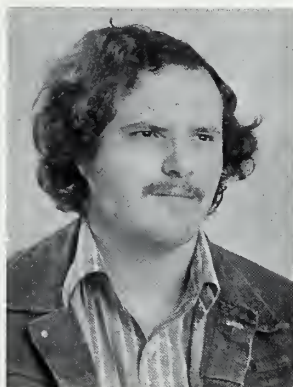


ELECTRONICS SERVICING

Michael Capps



Ronald Herring



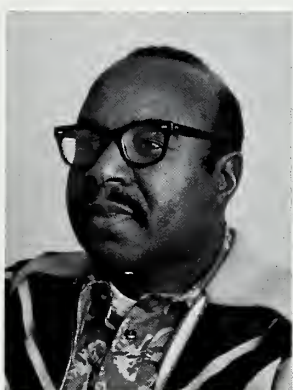
Ronnie Holleman



James Hooper



Alton Keith



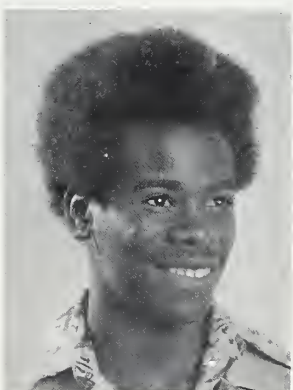
James A. Lawrence



Ronald Sallee



Gary Simmons



Terrant Smith



Paula Wagner

ELECTRONIC TECHNOLOGY I



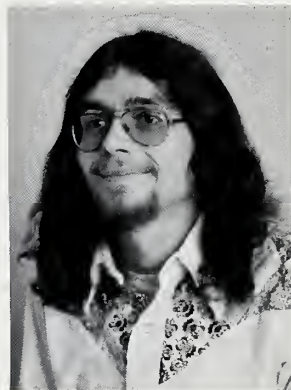
Fred Biermann



Thomas Biermann



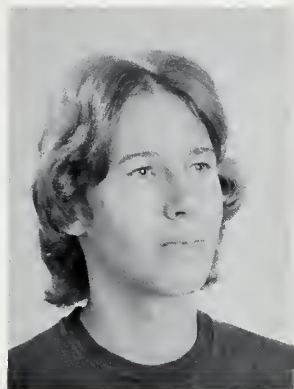
Ronald Beck



Mike Coleman



Elijah Davis



Gerald Earney



Glenn Holden



Philip Johnson



Freddie Lamb



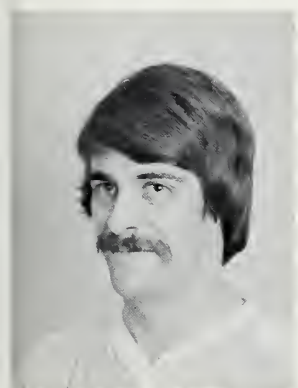
Peter Lewis



Eric Massagee



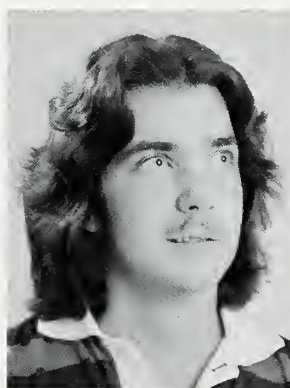
Alford Messick



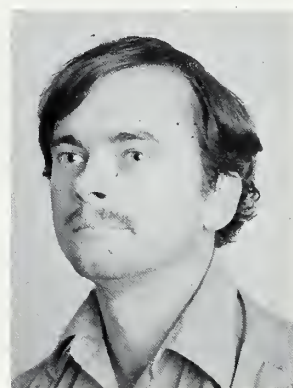
Michael ReVills



Daniel Rhodes



Greg Savage



Frederick Sims



Johnny Wright



Russell Holt
INSTRUCTOR

ELECTRONIC TECHNOLOGY II



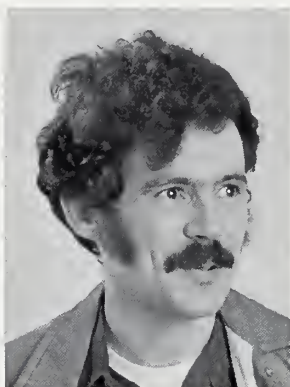
Eric Atkinson



Roderick Bing



Rosa Lee Brown



Kenneth Cascell



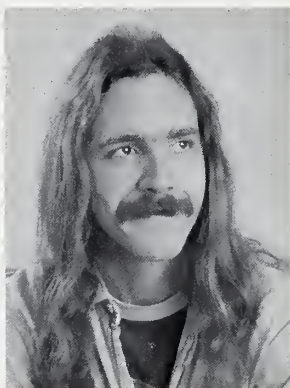
Scott Clark



Frances Ely



Starr Godbey



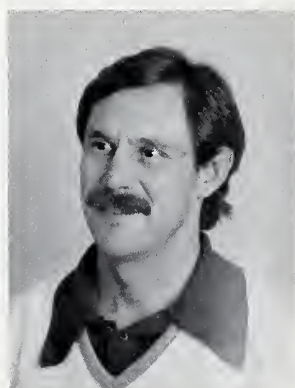
Michael Hilburn



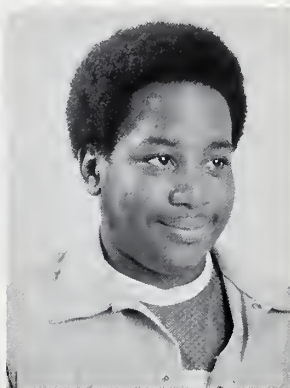
James E. Johnson, Jr.



Steve Kye



Randall Littmann



Michael McGuire



Paul Smith




Harvey Wheeler



The field of electronics has developed at a rapid pace since the turn of the century. For many years the major concern of electronics was in the area of communications. Development during World War II and in the period since has revolutionized production techniques. New industries have been established to supplement the need and demand for electronics equipment.

Many opportunities exist for persons with a technical education in electronics. This curriculum provides a basic background in electronic related theory with practical applications of electronics for business and industry. Courses are designed to develop competent electronics technicians who may take their place as an assistant to an engineer, or as a liaison between the engineer and the skilled craftsman. The electronics technician may start in one or more of the following areas: research, design, development, productions, maintenance, or sales. He may be an assistant to an engineer, an engineering aide, laboratory technician, supervisor, or equipment specialist. His training is similar to that of an engineer, but less in depth and more practical in application.



*We go forward
with great hopes,
dreams and
expectations.*

GENERAL OCCUPATIONAL TECHNOLOGY I



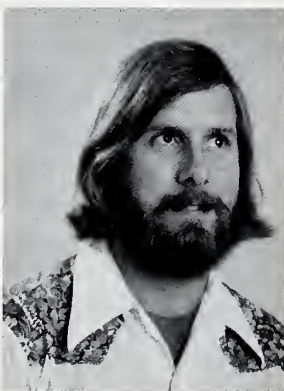
Teresa Alward



Ora Lee Barke



Diane Black



Ralph Brown



Ronnie Brown



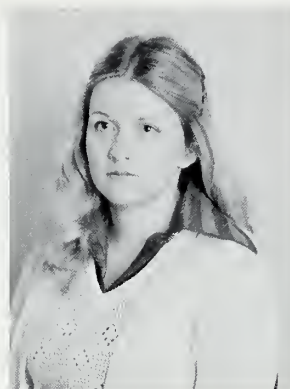
James Davis



Thomas Evans



Cindy Everett



Catherine Edgell



John Galloway



Robert Gordon



Janet Hamm



Angela Holmes



Valeria Jones



Clifford Jordon



Wayne Lipford



Robin Miller



Larry Pugh



Burnett Sanders



Kelly Sloop



Sandi Sparkman



Sallie Stone

GENERAL OCCUPATIONAL TECHNOLOGY II



Aldyth Baker



Marva Bell



Bennie Benjamin



Roy Blue



Lib Brown



Brenda Conyers



Janice Cromartie



Linda Davis



Wayne Foster



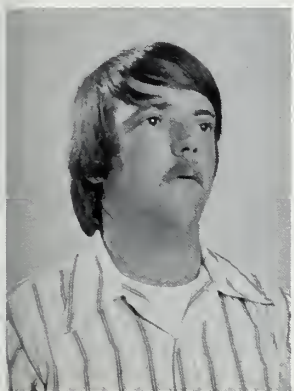
David Grant



Frank Hardin



Carol Hedgecock



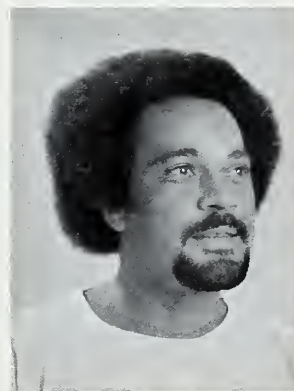
Tommy Herring



Cheryl Johnson



Shirley King



Al Lewis



Clementine Marshburn



Daisy McKoy



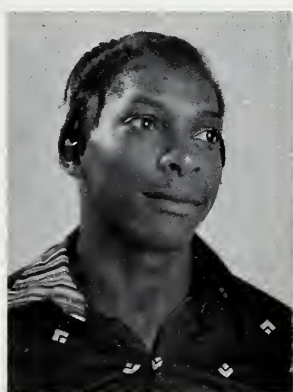
Linda McLamb



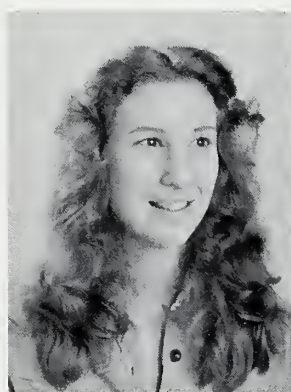
Shery Padgett



Kenneth R. Radford



Harry Simpson



Margaret Williams



John Williams

HEATING & AIR CONDITIONING



Kevin Barry



Sterling Beck



Ray Benton

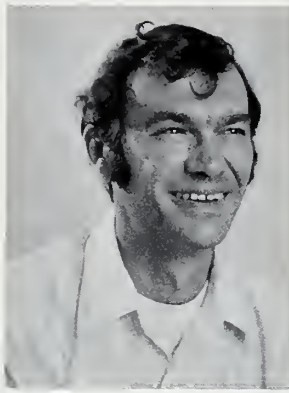


Steven Benton





Poe Butler



Harold Caposto



Kenneth N. Clayton



William Cool



William Cordrey



Joseph Greene



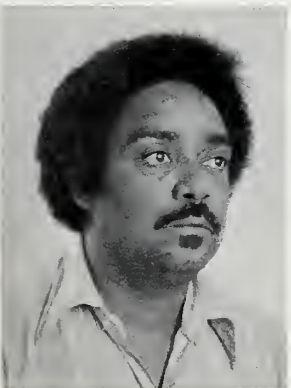
Mitchell Hansley



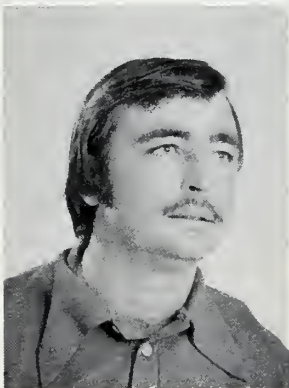
Bobby Jeffers



Ronnie J. Melvin



Lewis M. Patterson

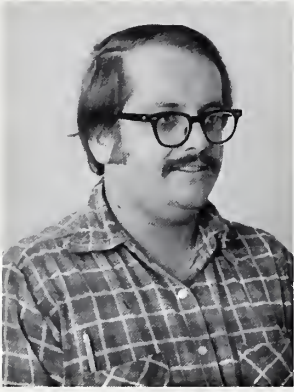


David Russ



Billy Terry

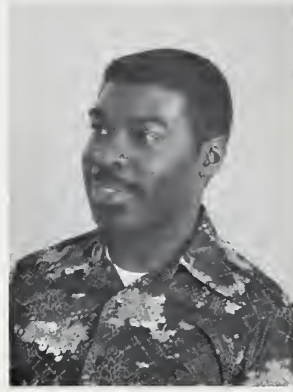
INDUSTRIAL ELECTRICITY



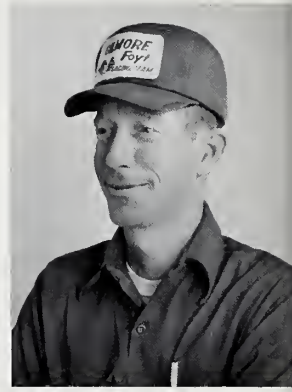
Dominic Bianco



David Cottle



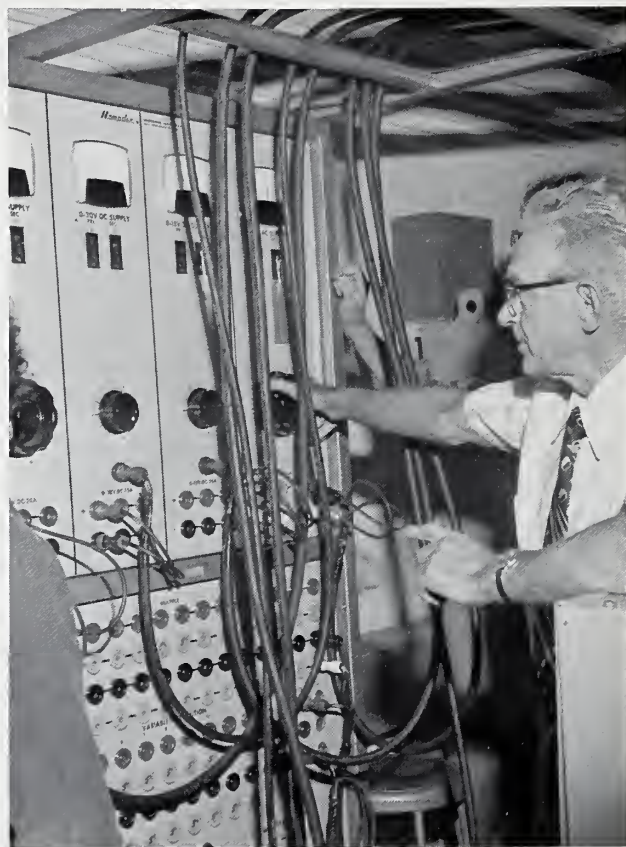
James Davis



Wilbur Davis Jr.



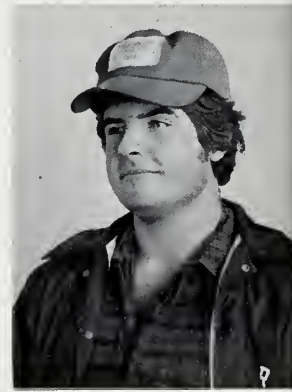
Jeffrey James



George Lawson



Gregory Newport



Cliff Tompkins

INDUSTRIAL ELECTRICITY

Industrial electricians maintain and repair many different types of electrical equipment. In addition, they sometimes modify and install electrical equipment such as motors, transformers, generators, controls, instruments, and lighting systems used in industries. A large part of an industrial electrician's work is preventive maintenance — periodic inspection of equipment to find and repair defects before breakdowns occur. When trouble does develop, he must find and repair the faulty circuit or equipment quickly in order to prevent costly production losses and inconvenience. It is the electrician's responsibility also to insure that electrical systems are so installed that hazards to equipment and personnel are held to a minimum.

In his daily work, the industrial electrician does many different things. For example, he may make repairs by replacing units or parts such as wiring, fuses, circuit breakers, coils, or switches. While doing repair or installation work, the electrician may connect wires by splicing or by using mechanical connectors. He may measure, cut, bend, thread, and install conduits through which wires are run to outlets, panels, and boxes. He also may adjust equipment controls and check and adjust instruments.

INSTRUMENTATION TECHNOLOGY

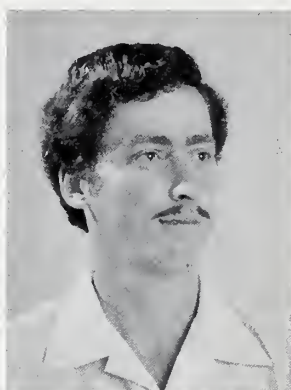
Measuring and controlling instruments are now in such widespread use in our modern world that we take them for granted. The progress of industry depends on precise, effective, and diversified instruments. The Instrumentation Technician has a tremendous responsibility to both production and production control in all industries.

Instruments are used for measurement and control of industrial manufacturing, conversion, or treating processes. An Instrumentation Technician must deal with variables that affect properties such as temperature, pressure, flow, level, humidity, density, viscosity, etc. In short, instrumentation men are key personnel to keeping a manufacturing firm running. Should any major piece of equipment break down usually it remains out of operation until such time the instrumentation man can make necessary repairs or adjustments. The Instrument Technician in most manufacturing plants works with or assists engineers in their work, and therefore training is similar to that of the engineer.

INSTRUMENTATION I



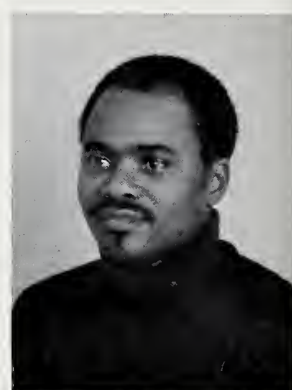
Hugh Atkinson



John Brown



Wade Freeman



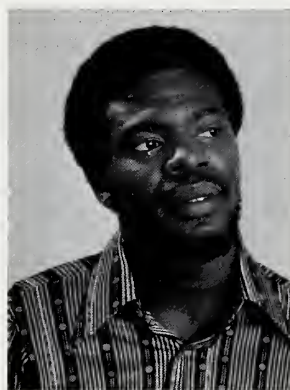
Edward Hansley



Donald Hassler



Berney Henderson



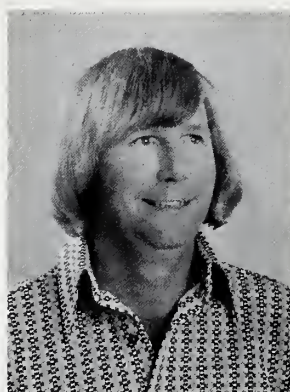
Evans James



Johnny Nethercut



Charles Overman

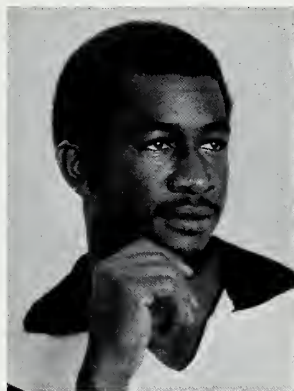


Arthur Pendergraph

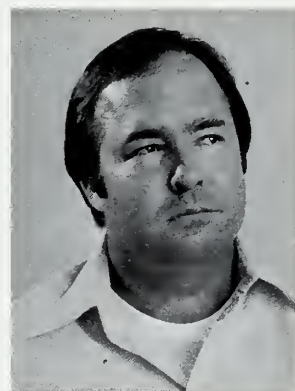
INSTRUMENTATION II



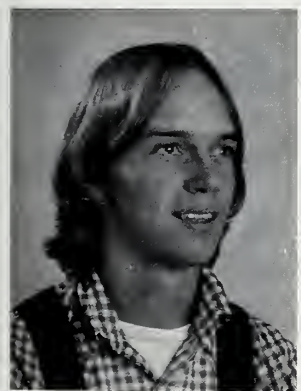
Morris Abeyounis



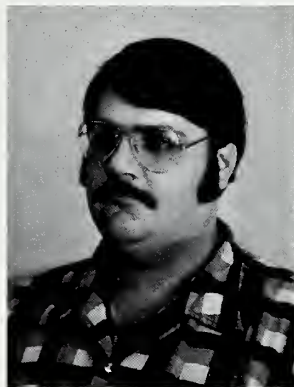
Sherman Beatty



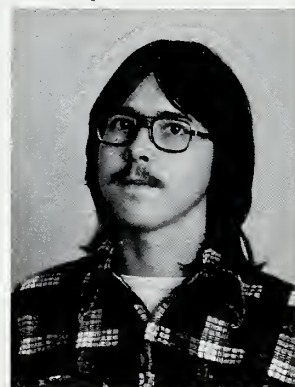
Roy Hood



Michael Kinney



Ray Simmons



Michael Turner



*New knowledge leads to
new experiences.
We go forward into the
unexpected future, learning
as we go, and fearing nothing.*



MACHINE SHOP



John Allen



Ernest James Bowden



Johnny D. Ford



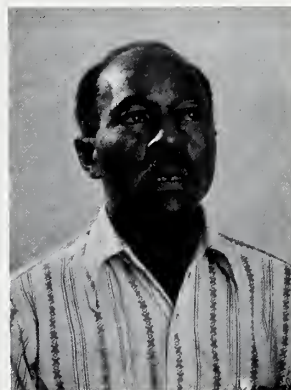
Marvin Moss



Greg Neher



Claude Reeves



Allen Sidberry

MACHINE TRADES

This curriculum was prepared to meet a definite need for training of machinists. Surveys recently completed in North Carolina show that many of the existing industries lack time and facilities for training enough machinists to meet present and planned needs. Expanding industries already located in our State and new industries under development invariably express the need for skilled craftsmen who have the background knowledge and potential to advance.

This curriculum is designed to give learners the opportunity to acquire basic skills and the related technical information necessary to gain employment and build a profitable career in the machine shop industry in the State.

The machinist is a skilled metal worker who shapes metal parts by using machine tools and hand tools. His training and experience enable him to plan and carry through all the operations needed in turning out a machined product and to switch readily from one kind of product to another. A machinist is able to select the proper tools and material required for each job and to plan the cutting and finishing operations in their proper order so that he can complete the finished work according to blueprint or written specifications. He makes standard shop computations relating to dimensions of work, tooling, feeds, and speeds of machining. He often uses precision measuring instruments such as micrometers and gauges to measure the accuracy of his work to thousandths of an inch.

This skilled worker must be able to set up and operate most types of machine tools. The machinist also must know the composition of metals so that he can heat and quench cutting tools and parts to improve machinability. His wide knowledge enables him to turn a block of metal into an intricate, precise part.

MACHINE TRADES



William Bramble



James Davis



Walter Davis



Joseph Dent



Grant Eakins



Larry Edwards



Paul Godwin



Eddie Hawes



Johnnie Jackson



Tim Jackson



Donna Kirk



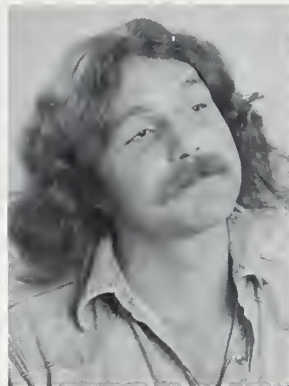
Michael Matthews



Michael Morrison



JoeAnn Nixon



Billy Sneed



John Staitz



Henry Wilson







*Having prepared
ourselves, we
shall be
victorious.*

MARINE CONSTRUCTION II



Stephen Beaver



David Benton



Richard Chiles



Mitchell Coleman



Philip Jefferies



Jim Rose



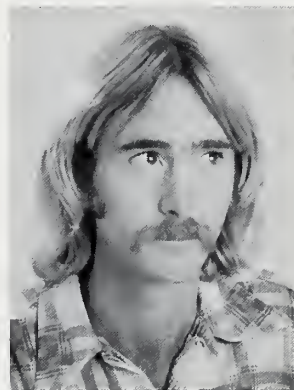
Jerry D. Sisk



Mark A. Smith



Geoffrey Tobias



C.R. Townsend

MARINE DIESEL MECHANICS



Sinclair Allen



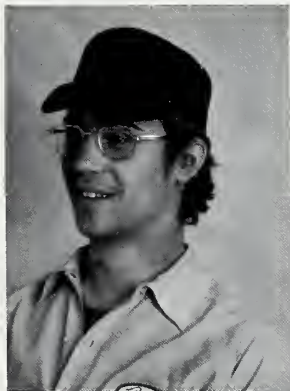
Clarence Anderson



Helen Archie



Raymond Daugherty



Rocky Lee



Ray Donald



Harold George



Karl Guthke



Gene Harris



Ernest Hildebrandt



Earl Loftin



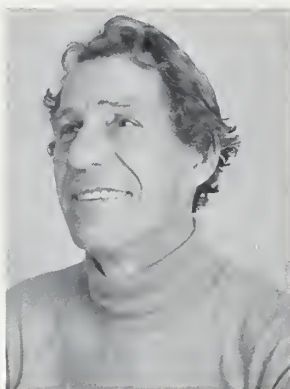
Charles D. Massey



Kenneth Pearce



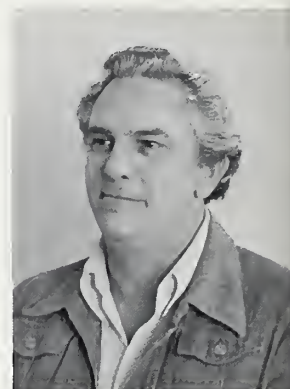
Tom Pettitt



Harry G. Potter



Preston Rouse



Blaine Shepherd



Sam Tindal



Adell Whitehead



Graduates of this program will be trained to serve as technical support personnel in general marine and limnological research facilities. Their role will be assisting scientists with research and development in the natural and physical sciences. Their training will prepare them to use, maintain, calibrate, and repair a variety of sampling and measuring equipment and instruments, ranging from small boats through outboard motors to atomic absorption spectrophotometers. They will gain experience participating in actual research projects, utilizing a wide variety of scientific techniques and methods commonly employed in marine and fresh water research.

MARINE LAB TECHNOLOGY I



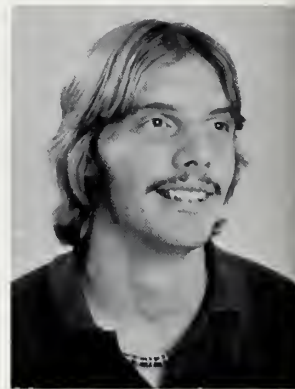
Michael Allen



A.J. Ceary



Judy Covil



Al Crosby



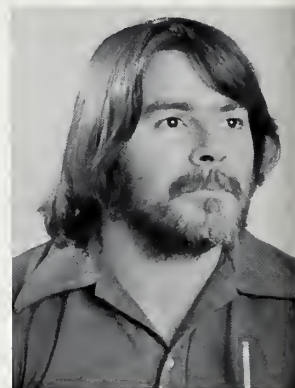
Sharon Farmer



Renee Hewlett



Carmen Midgett



Terry Mincey



Allen Mattison



Andrea Postell



Lawrence Settle



Brenda Tomosunas

MARINE LAB TECHNOLOGY II



Frank Angevine



Stephen M. Clark



Jeffrey Duncan



Jeanne Ebertowski



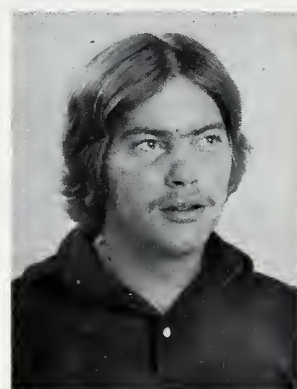
Nancy Bennett Haynes



John Hickman



Rose Ann Kalenian



John King



Jo-Ann Lupton



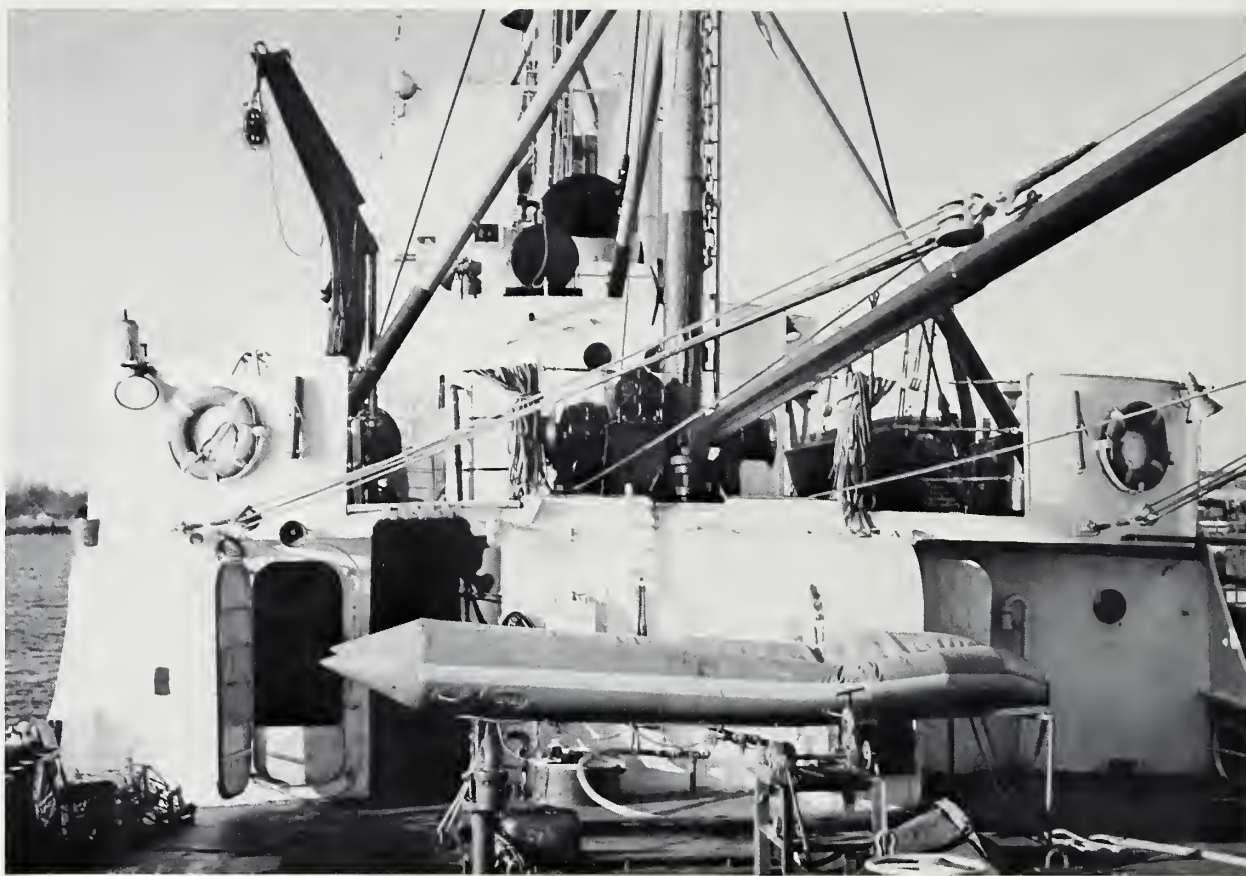
Tina Meabon



Daniel Pouse



Michael Wheat



Marine scientific advances of the past decade have led to the development of a strong marine technician training program for North Carolina. A thorough study of marine occupations has shown a great need for personnel trained in various marine-related operations. The technological developments of the last several years have made available to marine industry new sophisticated equipment such as electronic navigation devices, electronic fish finders, data acquisition and reduction systems. Marine Technology prepares individuals to use and maintain this equipment in conjunction with increased interest in marine exploration and exploitation.

The Marine Technology Program presents a curriculum having a strong base in science and mathematics, essential ingredients for success in today's marine industry. The two year curriculum provides exposure to many practical skills considered necessary by prospective employers. Part of this practical training, including ship operation and scientific support, will be learned aboard Institute and other ships, and vessels when circumstances dictate. Graduates of this program may become involved with scientific data acquisition, analysis and reduction procedures, ship operation, fishing, offshore oil drilling, oil pipeline surveys, marine salvage, marine technology, water treatment plants, nuclear power companies, marines, boat yards, towboats, yachts or any number of other marine-related scientific or non-scientific activities. Due to the unique nature of this program students are from time to time required to take part in ship cruises when other students are normally off.

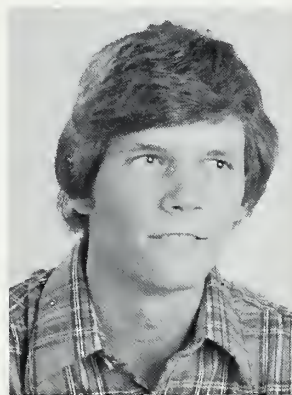
MARINE TECHNOLOGY I



Phillip Alford



Donald Anderson



Robert Barbee



Michael Barber



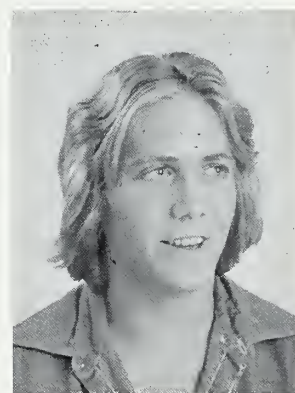
Paul W. Clemmons



Marty Evans



Bryan Everette



Paul Flemming



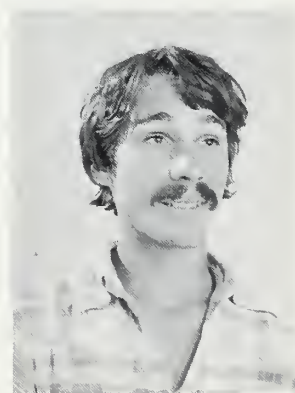
Matt Fullmer



Jack Grant



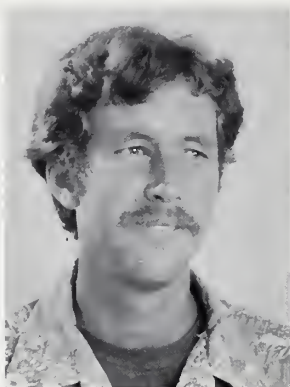
Mary Kye



Gregory Love



Mary McRae



Emerson Orton



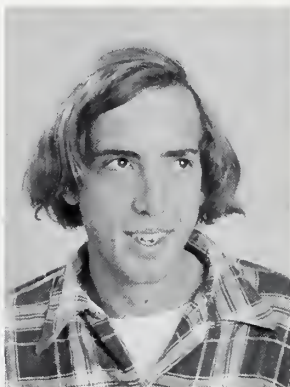
Al Peloquin



Gregory Santome



Kelli Stewart



Charles Stokley



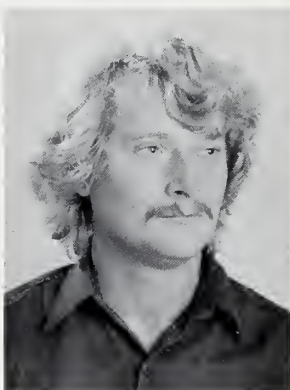
Craig Strickland



Morris Tuten



Robert Venable



Robert Venable



Wynton Waldorf



Karen Williams



Joseph Youngblood



Dare Wicker



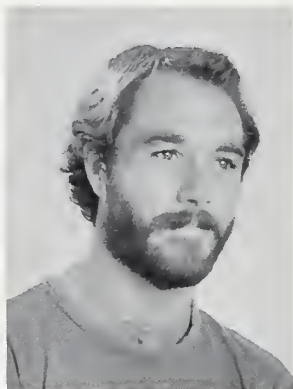
Denise Zerbe



MARINE TECHNOLOGY II



Nancy Brewer



Stephen Delaney



Daniel Dowless



Gustav Sporon-Fiedler



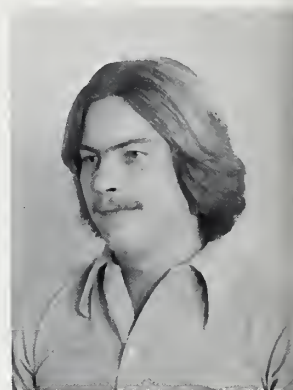
Mike Fitzgerald



Sharon Fitzgerald



Jay Graber



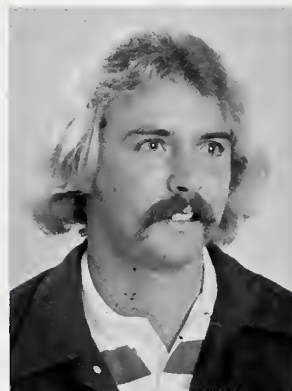
John King



Robert Parker



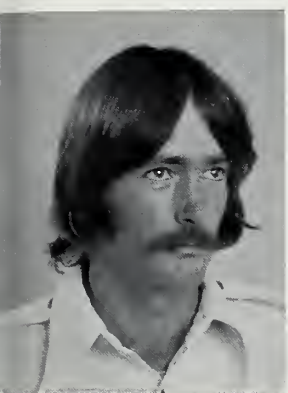
Hugh Rick



Kenny Sibley



Betty Smith



Don Smith



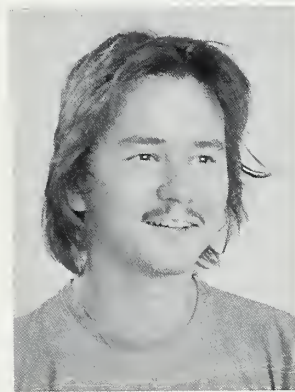
William Smith



Clay Talum



Dureen Tichnell



Pierre Vreeman



Tony Williams



*Dreams can
come true.*



PRACTICAL NURSING



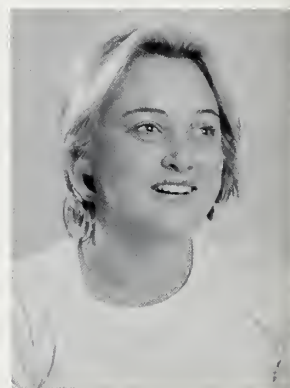
Virginia Brock



Mollie Demos



Joseph Guyton



Susan Hayes



Marsha Hewett



Barbara Hollerich



Betty Moorefield



Ellen Nance



Evelyn Nixon



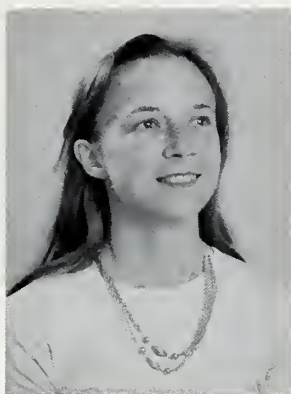
Cynthia Poythress



Edith Robinson



Dorothy Simpson



Sandra Dumond



Annette Sumner



Christine Stewart



Jeanette Varnum

The aim of the Practical Nurse Education Program is to make available to qualified persons the opportunity to prepare for participation in care of patients of all ages, in various states of dependency, and with a variety of illness conditions.

Throughout the one-year program the student is expected to grow continuously in acquisition of knowledge and understanding related to nursing, the biological sciences, the social sciences and in skills related to nursing practice, communications, interpersonal relations, and use of good judgment. Evaluation of student performance consists of tests on all phases of course content, evaluation of clinical performance, and evaluation of adjustment to the responsibilities of nursing. A passing score is required on all graded work, plus demonstrated progress in application of nursing skills to actual patient care.

Graduates of accredited programs of practical nurse education are eligible to take the licensing examination given by the North Carolina Board of Nursing. This examination is given twice each year, usually in April and September. A passing score entitles the individual to receive a license and to use a legal title "Licensed Practical Nurse."

Job requirements for the Licensed Practical Nurse include suitable personal characteristics, ability to adapt knowledge and understanding of nursing principles to a variety of situations, technical skills for performance of bedside nursing, appreciation for differences of people and for the worth of every individual, a desire to serve and help others and readiness to conform to the requirements of nursing ethics and hospital policies.

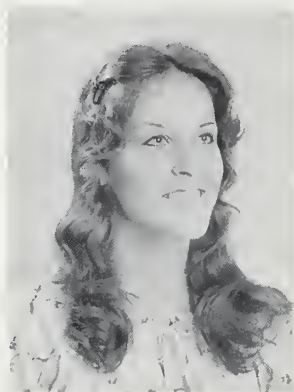
SECRETARIAL I



Traci Bowen



Julia Bradshaw



Cheryl Brennan



Deborah Brennan



Cynthia Brown



Sheron Buis



Amy Carter



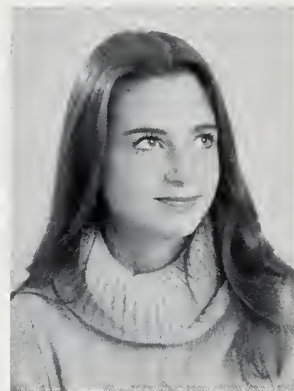
Myra Denkins



Sarah Edgerton



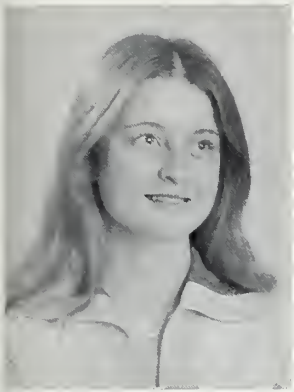
Ruby Edwards



Susan Finch



Jadell Fitzsimmons



Pamela Gray



Tammy Gregg



Susan Holdek



Lydia Holth



Kim Kellar



Judy Lee



Jean Middleton



Mary Mitchell



Rosa Parker



Marissa Simmons



Kim Sloan



Celeste Watts

SECRETARIAL II



Dianne Brown



Pamela B. Capps



Barbara Coletta



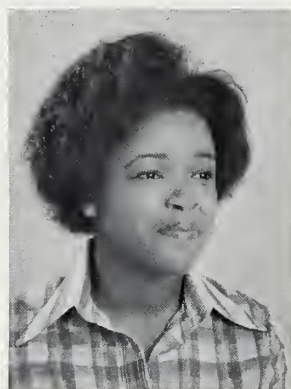
Margaret Coston



Patricia J. Hall



Linda Harward



Mary Hooper



Angie Kroustalis



Joni Lewis



Cassandra Pierce



Donna Rowland



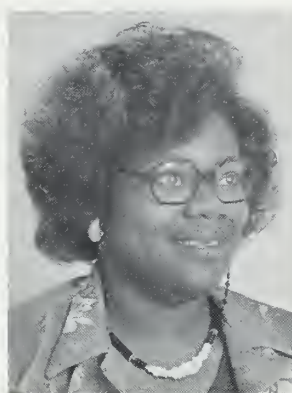
Mary Beth Slater



Terri Simmons



Teresa Spake



Bonnie Thompson



Gloria Williams



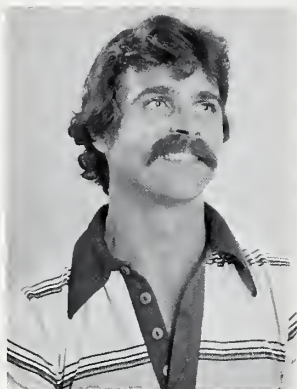
WELDING



Warren Bell



Eddie Boney



Linwood Brooks



Connie Brown



Milton Burns



Donald Caison





Sharon Canady



Durwood DeVane



Julia Dunn



Rufus Granger



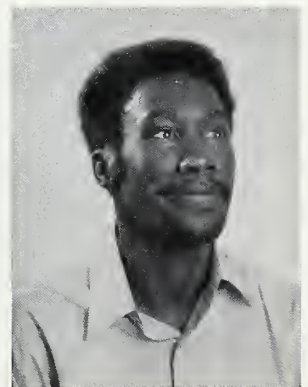
Dave Greenleaf



Raymond Hill



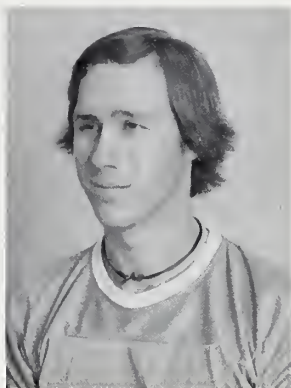
William Johnson



Brent Jones



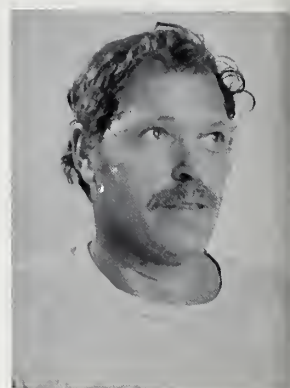
Keith Love



Andrew McClanahan



Gregory Meshaw



Donald Morrison



Bobby Murphy



Judy Nelson



David Raynor



Richard Sears



Roger Sinclair



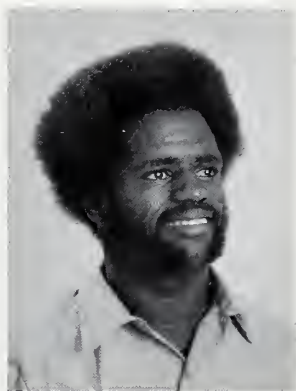
Yvonne Spencer



Michael Swain



Lewis Terry



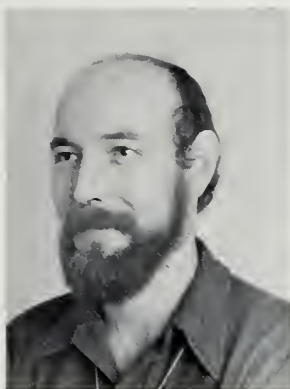
Rilardo Thomas



James Tomerlin



Shirley Whitney



Steve Cook
Mechanical
Drafting



Sebrina Clant
Mechanical
Drafting



Diana Baldwin
Mechanical
Drafting



Terrence Hall
Marine Related
Occupations



Richard Davis
Commercial Fishing
In Memorium

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Matthew C. Donahue Dean of Curriculum Programs

Arthur W. Jordan Coordinator of Ship Operations
& Chief Investigator for Sea Grants

Kenneth D. Futch Dean of Continuing Education

John R. Kennedy Director of Continuing Education — Brunswick

Fitzhugh Fennell Direction of Continuing Education — New Hanover

Michael G. Bonner Director of Continuing Education — Pender

John M. Braswell Director of Basic Adult Education

S.C. Coleman Dean of Fiscal Affairs
Walter J. Thomas, Jr. Dean of Fiscal Affairs
Sadie M. Lea Bookkeeper
Gwendolyn W. Murray Bookkeeper
Ronald G. Mihal Administrative Assistant
Robert D. Bass Registrar
Carl E. Malpass Director of Financial Aid
Charles F. Hunnicutt Admission Counselor
Joseph S. Moorefield Evening Counselor
Naomi Randolph Counselor
Henry J. Bethea Director of Student Activities
Thomas A. Olson Veterans Coordinator
Mary B. Rea Director of Testing
Dan Hickman Supervisor of Evening Instruction

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John R. Willis Fishing Trades
Ralph W. Roper Police Training

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Willie B. McGough, Jr. ... Director of Learning Resource Center

Roy T. Barnhill Librarian

Madison Mosley Librarian

Alta W. Moore Library Technician

Kenneth M. Schettig Audio Visual Technician

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Charlotte Dexter Director

Thomas J. Bradshaw Coordinator

Ernest D. Bryant Coordinator

James Canty Coordinator

Christopher K. Zingelmann Coordinator

STAFF — SPECIAL PROGRAMS

Charles W. Miller Coordinator of Disabled & Handicapped Programs

Frances N. Teachey Basic Job Instructor

Rick Stewart Director of Human Resource Development

Mary Arnason HRD Instructor

Clarence Smith HRD Instructor

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Sessoms, Robert W., Division Director Accounting

Armstrong, Gwendolyn M. Business Related

ADMIN-



Charles Coleman



Matthew Donahue



Charles Hunnicutt



Captain Jordan



Carl Malpass

ISTRATION



Joe Moorefield



Thomas Olson



Naomi Randolph



Tommy Satterfield



Walter J. Thomas Jr.



CONTINUING EDUCATION



Michael Bonner



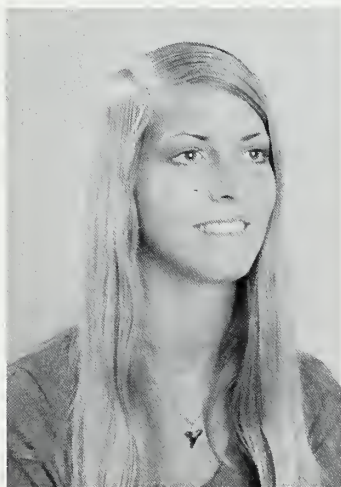
John Braswall



Toddy Fennell



Pat Hawkins



Jackie Narmore



Barbara Yount

MARINE DIVISION



Joseph Bryan



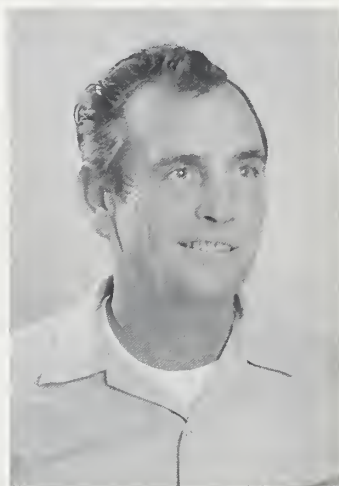
Kenneth Clark



Mary Crumedy



Ed Foss



Milton Gillette



JoAnn Howard



Roy McClelland



Mark Miller



Library Learning Resource Center Programmed Instruction Center

The materials in the LLRC include all manner of communication means from audio to visual. Among the tapes, albums, pictures, and slides, as well as books, you will discover resources materials to support all classroom activities, and to explore and experiment with for your hobby and recreation time. The Programmed Instruction Center at the Cape Fear Technical Institute is designed to provide study opportunities in practically any field that might be of interest to residents of the New Hanover, Pender or Brunswick County area.

Persons interested in participating in the Programmed Instruction Center, after an initial interview, are provided study materials starting at a point in keeping with their achievement level and are able to progress from there. Students may elect study times adjusted to their convenience and schedules.

A "Programmed Instruction Center" is essentially an individual study situation, in which any person eighteen years of age or older may undertake any level of Reading, English, Math,



James Canty



William Crawford



Charlotte Dexter



Elizabeth Perry



Chris Zingleman

Social Studies, or Science that he desires. All of the material used in the lab is programmed; therefore, there is no need for a classroom teacher. In fact, efforts have been made to remove all semblances of a classroom from the Programmed Instruction Center.

Programmed material is designed in such a manner as to aid the student in learning information in small sequences called "Frames." Each frame requires an immediate response, and each response is immediately checked. If the student fails to learn, or learns incorrectly, the program makes the correction or reteaches. In this manner the student progresses at his own rate; he neither has to wait for others to catch up nor slow down to someone else's rate.

The coordinator, the person in charge of the Programmed Instruction Center, has the responsibility of locating the level at which a student can proceed to learn by himself, of formulating the sequence of programs the student will undertake to achieve his desired goal, and of administering the tests that will assure the student that he is approaching his goal.

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Roger Averette



Ladson Bright



Claude Cooper



Ida Cooper



Philip Jorgensen



Richard Kellagher



William Mangum



Aubrey Thompson



Sonya Thompson



Mary Wasson

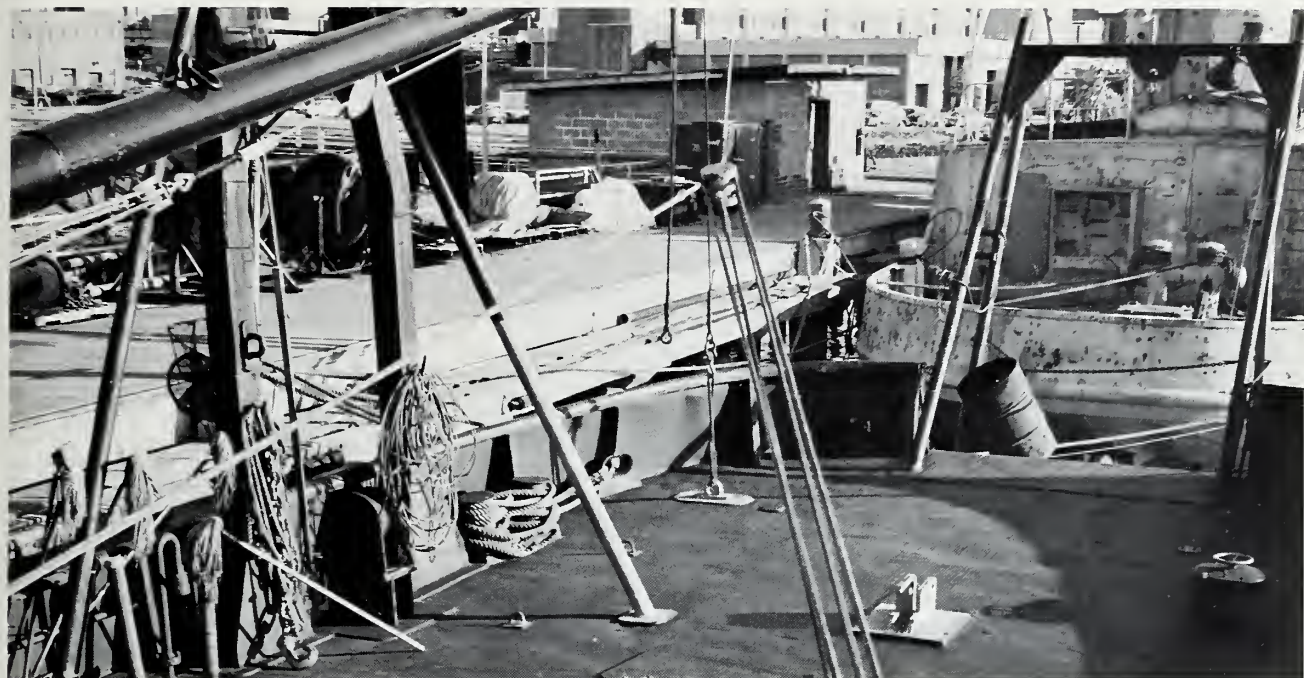




Captain Bennett

SHIP





STAFF



Shelia Carter



Linda Flowers



Amelia Dixon



Alice Hardison



Sheila Grizzle



Sandra Jordan

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Mary Lou Koehnucke



Debbie Britt



Regenia Lewis



Patsy McArthur



Janet Mintz



Connie Ricks

TECHNICIANS



Raymond Brandi



Marie Carter



Maque Cockman



Mary M. Treadway



Connie Wells

Other Personnel



Sammy Davis



Edna Freeman



Johnny Hawes



Marvin Huddleston



Edward Rhodes



Ellen Sutton



Butsy Thompson



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W.M. Rowe



Bonnie Thompson



J.F. Bradshaw Jr.



Mrs. J.M. Schwartz



YOU AND I

I need you today, tomorrow and
always. For you are a person
I can feel close to.

For the first time in my life
I now realize what is meant by
needing someone and letting them close.

To love you and not possess you;
To care about you and not tell
you what to do;
To share with you myself and my
feeling — and not demand you share.
I will always love, care and
share with you, even tho you may
not understand.

And now I must share with you
myself, which means telling you
about me in an open, not guarded, way.

Yes, I have felt lost. And I have
found myself.

Yes, I have loved, and in return
felt rejection. I will still leave
myself open to love again.

Yes, I have told the truth and
found myself hurt — so,
I have replaced these with a
guarded and sometimes
painted picture to you as to
who I really am.

I am me. I have a lot of
love to share with the right
person, I do care about me
and will take care of me.

I do care about you and love
you — love you in a different
way than I love others. To
love you means to let you be
you.



STUDENT ACTIVITIES

Extra-curricular activities are a very important part of the total educational program at Cape Fear Technical Institute.

Among the intercollegiate activities offered are basketball, baseball, and golf.

Intramural activities offered by the school include volleyball, touch football, chess, table tennis and softball.

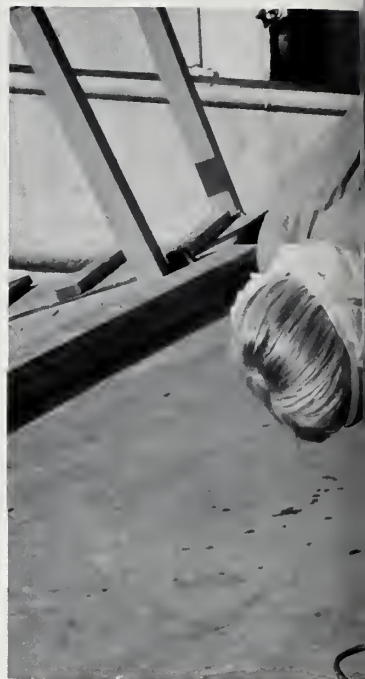
The student government is a very active organization at this school. It is the voice of the student body and has paved the way for good lines of communication between the students and the administration.



SPRING DANCE













The 1977-78 edition of Who's Who Among Students in American Junior Colleges carried the names of twenty students from Cape Fear Technical Institute, who have been selected as being among the country's most outstanding campus leaders. Students named this year were: Linda Aspinwall, Charles Campbell, Steve Clark, Barbara Coletta, Annemarie deJong, Jeanne Ebertowski, Cynthia Hart, Linda Harwood, Mary Hooper, Karen Jones, Rose Kalenian, Dianne Madeley, Cassandra Pierce, Daniel Pouse, Harry Simpson, Betty Smith, Terri Thompson, Eyvone Thompson, Ruth Wilkinson and John Williams.





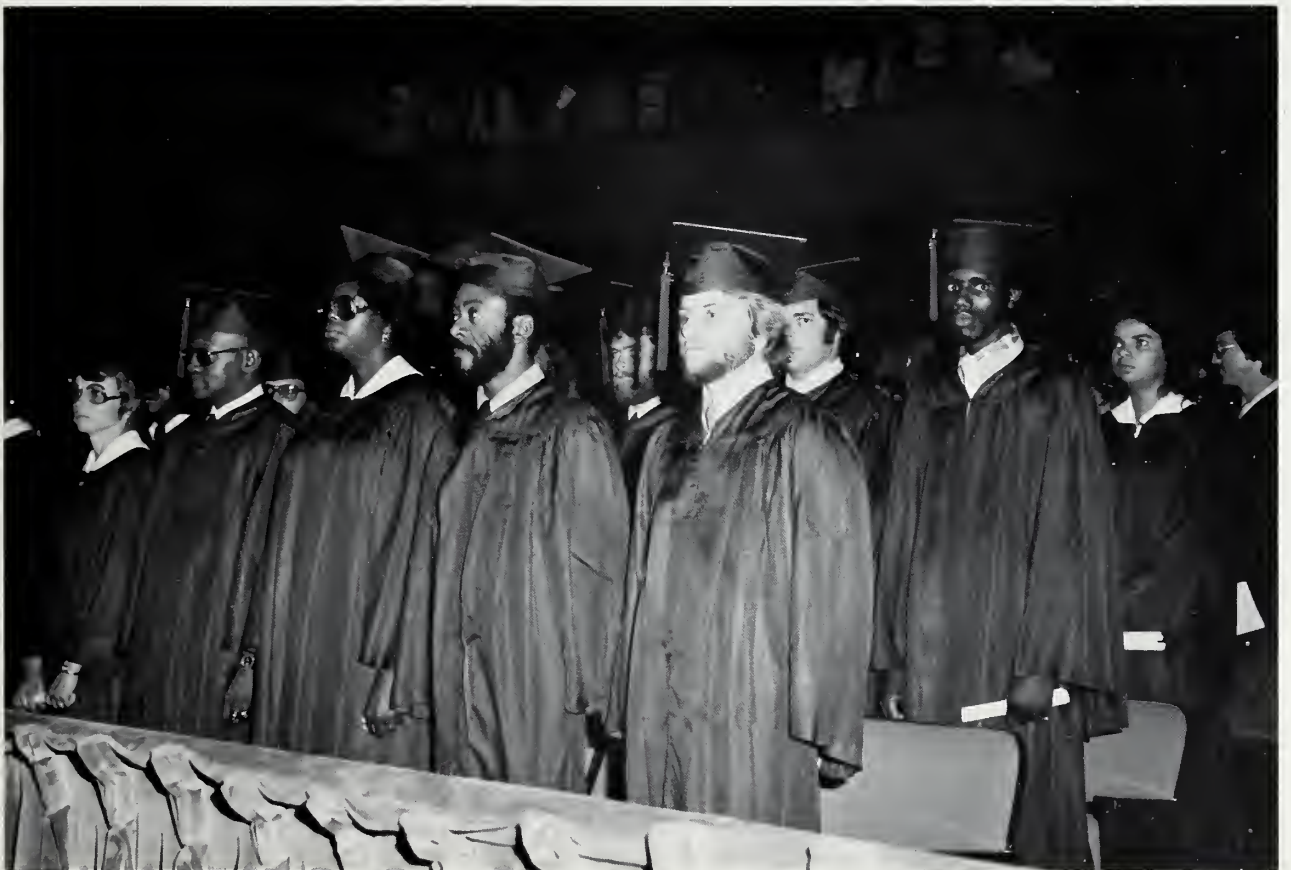




GRADUATION



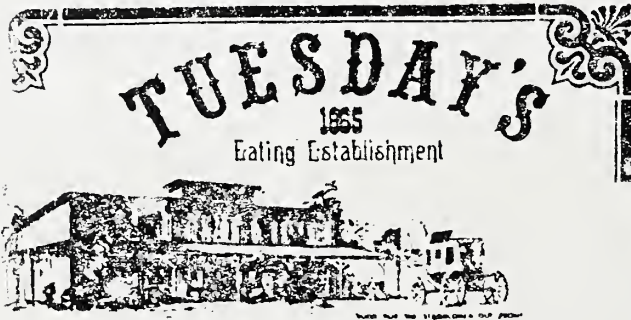
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CHARLIE,
**IT ISN'T SMART TO
ARGUE WITH A FOOL
LISTENERS CAN'T TELL
WHICH IS
WHICH**



NOTES

NOTES

NOTES

NOTES

NOTES



. . . a baby crying
. . . the laughter of a child.

a gentle breeze whispering
through the trees,
the sounds of the sea and
the changing tide.
a lover's sigh.

the silent raindrops, like
falling tears for
a loved one lost . . .
and tomorrow becomes
yesterday.

jonie e. lewis

MANY THANKS TO:

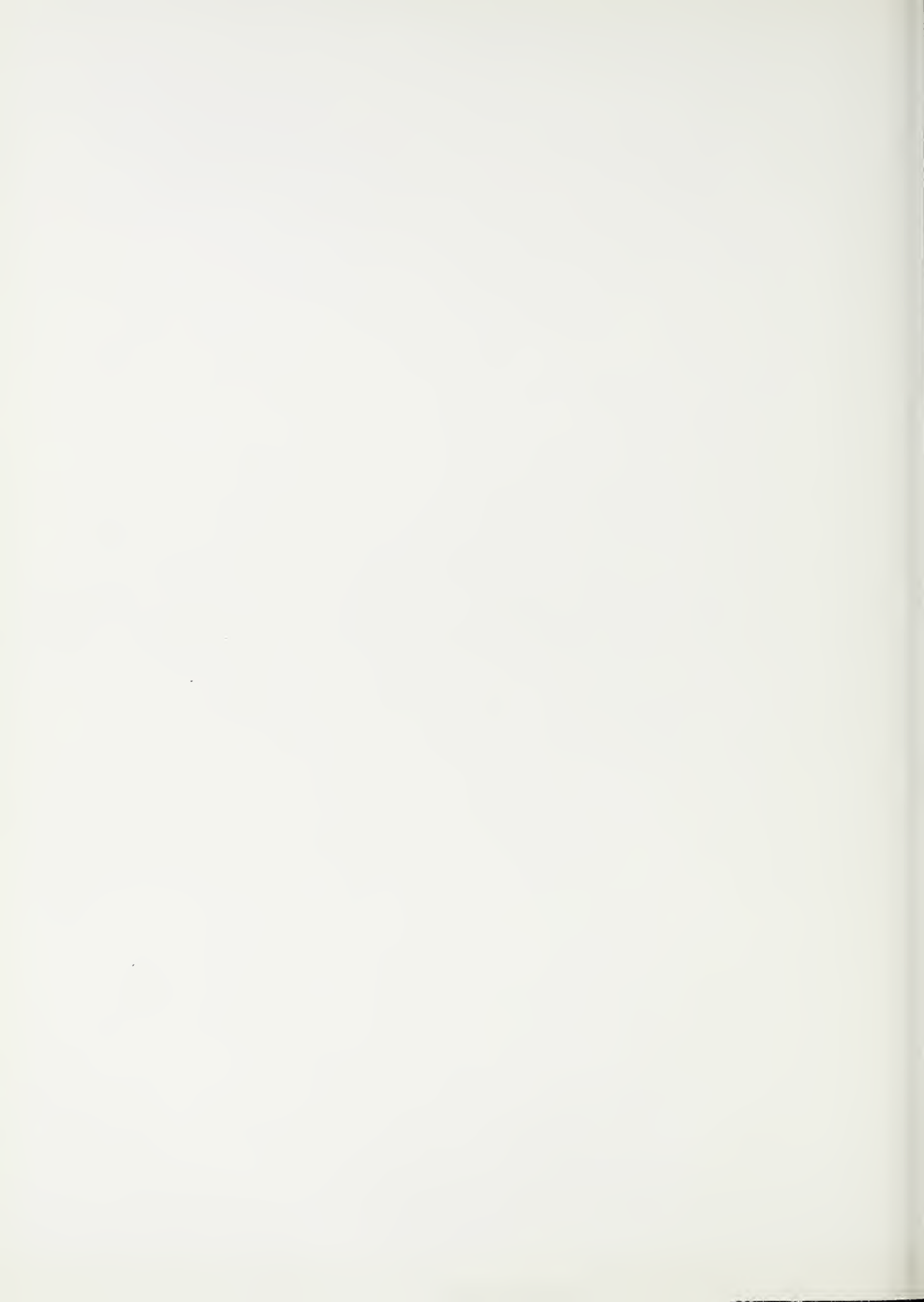
the yearbook staff of Cordelia Raye Lewis
and Cynthia Barnhill

Coordinators: Bonnie Thompson, Naomi Randolph and C.H. Bethea.

PHOTOGRAPHY BY: Cordelia R. Lewis

Michael Barber and Nick Howard







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